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ABSTRACT

This manual describes a systematic approach, behavioral prescripting, for dealing with student problem behaviors. Aspects of the behavioral prescripting process are described, including: (1) enlisting the support of parents and teachers; (2) deciding on the problem behaviors; (3) collecting baseline data; (4) building a reinforcement schedule; (5) contracting agreements between problem students, teachers, parents, and classmates; and (6) assessing behavior change. This manual also describes teacher training needs in terms of behavioral prescripting, with suggestions for training approaches and resources. Additionally, basic listening skills training and behavior management skills training for teachers are stressed. (RC)

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BEHAVIORAL PRESCRIPTING, BY THE NUMBERS

A Manual For Educators Who Work With Problem Students

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Memphis State University
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June 25, 1980

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Foreword

I have tried to write Behavioral Precripting in as simple and humorous a manner as possible and not lose the grist of what seems to be a solution to the business of writing behavioral prescriptions. If, in the course of being a public school counselor for twelve years, I and my cohorts in crime had not seen some humor in the elementary and junior high school students we were working with, we would have probably become candidates for a wrap-around suit outselves!

However, behavioral prescripting is not just a cute little foray into the weird worlds of problems students. It is a method, albeit slow in the beginning, of planning a consistent, objective attack on debilitating problems that teachers face when dealing with students.

Critics have attacked behavior management programs because of their inconsistency in delivering the goods in a fashion that promotes change of any long lasting nature. They are probably right. Alone, it is difficult for any single teacher operating for short time periods to overcome the problem of inconsistency and intermittent reinforcement of behaviors. This is usually the reason that teachers who try such approached tend to throw up their hands in disgust and make @#!!*+ statements about M & M pushers.

While we admit to tossing around the occassional M & M, and even eating a few ourselves, the business of prescripting is a whole lot more than M & M's. It is mainly a lot of hard work. So . . . .

if you have a tendency to break out in hives when you get around work, for what every reason you are reading this, you had better stop because we are going to ask you to do some things that not only involve physical, but also mental kinds of that nasty four letter word.

After that, you are probably asking yourself the question, "Who needs this?" "I have got lunchroom duty, no planning period, a husband who expects dinner at 5:30 sharp like mother used to make, 427 papers to grade by Monday and I am getting more gray hairs just thinking about all of this!"

We think you need this and here's the reason why. Not too long ago, a law came into existence. Its name is PL 94-142. It has been discussed and discussed a lot. What people have had to say about it does not make a lot of difference, what the law says about handicapped kids and their right to an education does, because if you are employed in a public school that law is probably affecting you right now.

Essentially, the law has two items that are of some concern. First, each student has the right to the least restrictive environment that a local educational agency can provide. Secondly, that each student has an Individual Educational Program planned for them. The foregoing are not just high toned words that a bunch of Philadelphia lawyers and educators got together and made up. These concepts are the right of each student who is defined as handicapped. Now you may think that handicapped means "those retarded kids that the mini-van carried out to the TMR center." Not so, chalk dust breath!

Handicapped kids come in all sizes, shapes and colors. If you want to tack some labels on them, they would go something like this: trainable, educable, socially maladjusted, emotionally disturbed, physically handicapped, deaf, blind, and so forth. Now those are some of the labels that identify kids as to handicap. Yet, you and I know that there are lots of ring-tailed, walled-eyed, bush-faced little heathens that have not been labeled as any of those neat catch-alls that are alive and living in your classroom and you want something done about them. (If you don't have any such critters, please write us. We would like to make an application to teach where you do or find out if you have had a prefrontal lobotomy.)

Therefore, there are two kinds of students this program is written for. First, those students who fall under the dominion of 94-142. They bring new, distinct kinds of problems to the regular classroom and those problems are not just educational in nature. (Beside, PL 94-192 helped get us the money to write this.) Second, there are those students who aren't identified by anybody in particular, they are just kinds who have problems in school. The problems that these unidentified kids have are not just educational in nature either.

All of these kinds of kids, at least the ones that we have dealt with, have behavior problems, and there have been enough of them to keep us busy everyday for twelve years. The assumption is that you, be you a counselor, regular teacher, special education teacher, school psychologist, school worker or principal have such problem students. This then, is written for you.

A few words of caution: This program assumes some prior work in behavior management, communication skills, Glasser classroom meetings, affective education, contigency contracting, behavioral objective writing and most importantly, team work. If you don't have or know much about these notions, it will be helpful if you learn because learning will save you lots of headaches. The introductory section will give you places to go and references to learn about these concepts and we will give examples in the various section of the prescription. Our task, however, is not to tell you about those concepts. Others do a far better job and get paid more anyway. Our task is to give you an idea how all those concepts go together as a workable whole. So, if you are still enthused or your instructor is looking at your with flinty eye, read on!

BEHAVIORAL PRESCRIPTING, BY THE NUMBERS

Introduction

The case study you have just read is typical of those "Excedrin #459" problems that school personnel grappel with . . .. and never seem to get resolved unless one is lucky enough to have the student passed on to junior high, move, or contract an incurable tropical virus and be placed on homebound forever.

As an elementary counselor with 650 students to herd around it became more and more apparent to me that herding was about all that was getting done - and I did not do a very good job at that. It further became apparent that when a kid like George got critical enough so that a psychological work-up could be obtained, little resulted from the euphemistic recommendations made by the school psychologist. After all the fancy "psychologese" had been said, teachers did not know a bit more than beforehand on how to deal with the problem. Exist the school psychologists for one more academic year!

The problem is, that while the school psychologist goes, and the psychological report is dutifully filed away, kids like George do not go and do not get filed. Students like George tend to show up every day because nobody else wants to put up with them. Unless George's parents are very rich or the school district is, it is you and I, the regular folks in the regular classrooms, in the regular schools who are asked to hang in there with George. Most of the time,

if you are anything like I was, that is what you did. . . . hang there and slowly twist in the wind.

Back in the early 70's, some other teachers and I decided we were tired of just hanging. As a result, the teaching staff in the buildings I was responsible for decided to do something about it. That something involved the formation of the Intensive Care Unit. The Intensive Care Unit is exactly what the name implies. If you can picture opening up a Pandora's box of students that were underachievers, adjudicated probationers, socially maladjusted, emotionally disturbed and physically handicapped you start to get a notion of the kinds of kids with which we were dealing.

The Intensive Care Unit program was not overly concerned with the many past reasons for underachievement and its commensurate behavior problems. What we were interested in was what could be done to correct present problems. To that end, we not only worked with the student's academic and social problems, but also with the teachers, parents and other students who played a vital role in making the student what he was and what he was to become.

One of the hardest lessons we had to learn was that reading programs, counselling sessions and parent programs alone were not enough. No single approach was a panacea for the ills of such students. Only a program that involved all facets of a student's intellectual and emotional make-up would help the student back into the educational mainstream.

Staffing

To take such a holistic approach calls for a kind of staff that is committed to hanging together instead of hanging separately. Nothing short of such committment will do. The Intensive Care Unit in its final form involved nine teachers, six aides, and four pupil personnel interns and a yearly budget in excess of $100,000 with all kinds of support services and materials delivered to over 200 students. "Sure," you say, "Anybody could get results with help and bucks like that!"

It did not start that way! Two other teachers and I started meeting on our lunch hour with no budget and no extra help. For your purposes, then, think small! Are there a couple of teachers you can think of in your building who tend to bite off more than they can chew, are not afraid to take risks, tend to hang around the teachers' lounge after school discussing kids, and, most important of all, tend not to give up, even on the orneriest kid in the building? That these teachers may not agree with you in regard to an educational philosophy does not make much difference. That they and you can work together to get a job done does.

These are the kinds of people you will need to recruit. Further, the more cross-disciplined you can get, the better off you will be. The reason for cross discipline teams is that other people tend to see problem students from other perspectives. The music, physical education, and art teachers all have different viewpoints of a student that may compliment what the regular classroom teacher sees. What is of even more critical importance is getting a team put

together that the students will encounter during every minute of their day. The closer you come to this, the better off you will be.

Therefore, if George is a sixth grader, then optimum results will be achieved if all of George's teachers are on the team. This includes itinerants such as art, music, and P.E. - if you have them. It is not impossible to write and carry out a behavioral prescription if you do not have these people on board, but it sure does help if all the teachers that have something to do with George are involved.

The reason for having a team is that we are trying to get at consistent ways of dealing with George. The more committed personnel we can garner, the better off we will be. The best of all possible worlds would be to have everybody, from principal to custodian on board. While ideal, this is not always feasible, particularly when people are unwilling to get involved. So, if you can only cultivate one or two teachers, do that! Once you have proven you are successful, you will get a lot more eager folks.

By the way, just a little positive reinforcer here. You will be successful and with that success you will get some teachers who try and do something we call junkpiling. That to say they try and get you to take on their problem kids and then four weeks after you have got their kids shaped up, will declare from somewhere in the dark recesses of the teacher's lounge that they never had anybody by that name in their class and besides which there are only 32 weeks of school left - so why move the student!

Our suggestion is that before committing yourself to take on anybody else's headaches, you exact your pound of flesh. Give the

other teacher an arm load of the books you have read and contract with the slackard to come to your prescription writing sessions before you ever commit yourself to take the student for one minute!

Training

You will find no matter what your theoretical precepts, that a good working knowledge of listening skills and behavior management will go a long way in getting your program off the ground. There are a couple of reasons for this. First, no matter how well you think you know the other people with whom you are working, each person is going to have his/her own idiosyncracies about how things ought to operate in the classroom. If you can not understand and empathize with that person, you are going to have some real problems and quite probably some broken friendships. This all evolves from the fact that you are going to spend a lot of time living in the hip pocket of the other teachers and they will be doing the same with you.

You will be trying out new behaviors and new ideas both in the classroom and on other team members. Some of the behaviors and ideas you try are going to succeed, others are going to fall flat on their faces. Being a completely self-actualized person, you will not become defensive about your failures or other members' criticism of those failures. However, since other members may not have yet arrived at your ethereal psycho-social adjustment level, it falls on you to communicate in clear, concise and supportive ways your feelings about what's going on in the team and to endeavor to get the rest of the team members to do the same. This will not only be true in the

staffings you have, but also in the day to day grind of trying to make some progress with students who, to say the least, are recalcitrant.

It would therefore behoove you to give your cohorts some basic listening skills training. We do not think that it makes a whole lot of difference what reference materials you use and, certainly, the less complex and difficult you make it the better off everybody is going to be. We would recommend that anything you select have such basic ingredients as restatement, reflection, summary clarification and opened leads in it, and that people be given the opportunity to practice these techniques. We do want to make clear that while active listening is important in dealing with the students it is even more important in dealing with other members of your prescription team. We had a saying when our team worked together. It went like this: "You'd better listen to the butterfly's wings, because if you don't you probably won't be able to hear the B-52 when it crashlands in your classroom." This metaphor says a lot. The day to day hassle of living in a tense situation calls for being able to accurately listen and respond in ways that tend to alleviate situations - and this goes for everybody.

You might want to hybridize some of Carhuff's or Egan's material or a pretty in-depth program that is still fairly simple is Steven Danish's The Basic Helping Skills Program out of Southern Illinois University. Please understand we are not training counselors, though we are training folks to use the kinds of skills we'd hope counselors would have.

We would suggest that the best possible way to do this is to set up an inservice program before school starts. If you are any good or can get somebody that is if you are not, then you can probably get the act together in about 12-20 hours of hard work with a lot of practice on listening and responding. We cannot urge you too much about this. It will give you a sterling opportunity to find out a lot about your fellow team members and maybe yourself. This information will pay off down the road. The second reason for getting everyone involved in the Listening Skills business is that the quicker and better everyone is at it, the more efficient at hacking out prescriptions you will become. This will become readily apparent when you start into weekly prescription writing sessions. We we first started this business, we were extremely fortunate to get through a couple of kids in a session. Four years later we could move through a dozen students and do a better job than with the two we struggled with in the beginning. So, remember! Think small! Not only was the Great Wall of China not built in a day, but also neither is a great behavioral prescripting program. A lot of your time is going to be spent in the beginning just processing the different kinds of thoughts and feelings your contemporaries will have, not only about the students, but also about themselves. Do not let those feelings slide by. Rather, deal with them as you would any interpersonal encounter. Frankly, I am not sure that the first year we did this that our weekly prescription writing sessions could not more aptly be called encounter groups at times. Do not despair though. We have trained people to do this in many schools and it is part of the process. Sometimes it goes

slower, sometimes faster, but in the end it seems to be a very necessary part of building a team. In the end, if you do this and continue at it, you will write a lot of effective prescriptions. If you don't you won't.

The second part of training may seem to be pretty irreconcilable with the first. That is, behavior management skills. A lot that goes into a prescription is behavior management. If the people you're working with do not have any notion about behavior management, it doesn't mean you're not going to succeed, but it does mean that you're going to be pretty inefficient in getting your prescriptions off the ground and flying. Two points to consider in the use of behavior management skills are:

First, learning and utilizing behavior management skills is the fastest way we know of to get behavioral prescripting done since you want your teachers to experience immediate positive reinforcement. If you start off by laying all that "heavy counseling" stuff on them you'll get turned off - but pronto. Teachers are not different than anybody else, no matter what their intentions are. They are far more likely to buy long term developmental kinds of programs if they can have success experiences in the short term.

The second, is the matter of sheer practicality. We can talk about the ultimate goals of education all we want, but the bottom line is that teachers want orderly classrooms where students are ready to learn. This does not necessarily have to be neat rows and files and hear a pin drop quiet, but with the kinds of students we are dealing

with very little learning will take place unless some semblance of order is present.

As a generic, we would suggest building a twenty hour pre-school workshop around any of the excellent books on behavior management techniques from Research Press. Again, we would suggest you fit the materials to your own specific needs and use the books as resources. There are lots more sophisticated materials but as a starter, we don't see how you can beat authors like Buckley and Walker, Becker and Homme who all publish out of Research Press, Box 317730, Champaign, Illinois, 61820.

In summary, we're looking at approximately forty hours of in-service prior to start up. This presupposes minimal abilities of teachers in the foregoing areas. If they have some of these skills you can cut back time accordingly. Yet, we firmly believe that some amount of time should be spent together for the purpose of letting people work and expeience together in close and intense relationships. One thing that we have done is use various exercises and techniques adapted out of McHolland's Human Potential Seminar.

The reason for using McHolland's work is that it provides intense interpersonal encounters among team members that are positive in nature. In particular, strength bombardment and goal setting exercises from McHolland are exceptionally good because of the zeal and energy members generate among each other after they go through one of these programs. We have used this to start off every year of school and have found it invaluable in turning a group of teachers that resembled the Little Sisters of the Poor into the Pittsburg

Steeler Defensive Line. The upshot is, that all the technical expertise in the world will not compensate for low morale. A "can do" attitude must prevail.

Another program that has all kinds of innovative ideas for small groups is the Annual Handbooks for Group Facilitators by Pfeiffer and Jones, University Associates, 7596 Ends Avenue. La Jolla, California 92037. Any of the value clarification materials depending on your idiosyncracies, will also help get you going. One other approach you might also want to look at for both your team and students benefit is Glasser's Schools Without Failure. This book is important because it tells you how to tackle thorny problems that occur in the classroom and solve those problems in large groups. An understanding of Glasser's approach can also be transferred to the teaching team who will, at times, be having the same kinds of problems and acting in about the same way as the preadolescents with which you're trying to work. The procedures are readily understandable and can be implemented without having an advanced degree and a year's internship to do it.

I've waxed a good bit on laying the groundwork here so please forgive the wordiness. However, I think it is of extreme importance to get off on the right foot and understand that there is some sweat in this. So, file this for awhile and read the step by step explanation of the prescription outline. Then if you decide this is a long term program you want to invest in, call us, our consulting fees are reasonable. If you don't want to do that, go at it! You'll probably

do better and be more creative without us anyway. Things you need to know:

1. How to talk the administration into backing this. You will need to know places to seek funding in your state if the local school district is unwilling to commit time, money or personnel. You need to be cost effective and show results. Consider T-4C adaption projects and state socially maladjusted and emotionally disturbed programs.
2. How to put together a training program. Given the things your team needs to know, you're looking at forty hours of in-service training. This to include:
   a) Team building via human potential, value clarification and communication skills work. (10 hours)
   b) Behavioral objective writing. (2 hours)
   c) Behavior management skills including baseling, behavior change methods, contingency contracting. (16 hours)
   d) Listening and responding skills with students including classroom meetings, development counseling approaches. (14 hours) (All times are approximate but assume little knowledge in the areas to be covered. Forty hours will probably give minimal acceptable competencies.)
3. How to select personnel. While people should be paid for what they do, no amount of money in the world will compensate for the sweat involved with kids like this. There has to be a real desire to become involved. Talk to teachers who seem to

demonstrate this desire. Make no promises. Tell them about the program and see what they think.

4. Consulting help and where to get it. Look to local and state mental health organizations, state departments of education, Title 4-C projects and, perhaps, any college professors who practice what they preach. You might pull this prescripting off by yourself, but outside help will lend some clout to the program.

Presenting Problem

The first inclination is to "conquer the world." This is the educational equivalent of trying to wage war in Russia in the winter-time. Napoleon and Hitler failed at that, and you will do likewise with this if you can't settle on something small and specific. Look at as many different problems as you want, but negotiate down to one specific entity that there is mutual agreement on and that can be handled with the resources at hand.

Settling on one problem behavior is absolutely essential. You can debate all you want about which problem of George's to hammer into oblivion. BUT you MUST settle on one. Particularly, a first, working on more than one problem will throw a monkey wrench into the works. You are looking to succeed with George. One of the best ways NOT to do this is pick five things to work on at once. It really doesn't make a lot of difference what you settle on, one problem is as good as the other - as long as it can be done. If nothing else, tell your

team this is true because Dr. James said so and he wrote it and it's in a book so there!

While I hate to deal in that bane of the 70's, the behavioral objective, you can do far worse than using such concrete, specific approaches so that any ninny can understand what you are up to. Don't get hornswaggled into using a lot of cute educational or psychological phrases. Remember! you may need the custodian's help and he may well feel obliged to counter your hot shot language with his own technical expertise in industrial bowl cleaners! So if you can change "Psycho-perceptual motor integration" into "keeping eye contact and listening to the teacher you're going to be off to a rip-roaring start.

However, before you can do this there's something else you need to get straightened out first. That is, who is involved. Now certainly George is involved, but what about his teachers? Strangely enough, some teachers, subject matter areas, times of the day, days of the week, periods of the moon, or whatever are not so onerous as others. So before you take two Excedrin, you might want to see if everybody else needs to share your bottle.

It is extremely interesting to note that one itinerant music teacher could not only control George, but also could teach him something. So before ramming a prescription through the team, you'd probably do well to listen very closely to what this modern day Jesse Stuart has to say. At the very least he might have a good deal of helpful hints in the methodology section of the prescription, and at the most he may give you some keys to changing your own behavior, a

sacrilegious thought we know, but which may be a whole lot easier than changing George's.

Put another way, try to leave your preconceived notions about George and particularly what he can't and won't ever be able to do out of your staffing. So, use the listening skills you've learned and respond empathically. Your job is to expedite and coordinate - not control.

Example:

Let's look at the case study. It becomes obvious pretty quickly that George has a veritable smorgasbord of maladaptive behaviors. What to choose? The first mistake we could make is in choosing some behavior that we have little control over. Therefore, if George likes to play doctor with girls on the way home from school, even though we don't like that at all, chances are we can't do much about it because it's beyond our domain.

The second mistake we could make is in trying to deal with behavior that's so abstract that we never come to grips with it. Therefore, to discuss what we might do about an unresolved oedipal complex (whatever that might be) may be alright for a theories class in abnormal psychology but it isn't alright for a behavioral presumption.

The third mistake we might make is in trying to tackle too big a problem. We want to reverse the negative feelings that George has about school and the teachers have about George. Therefore, we want to reemphasize thinking small. Let's take one discrete behavior that would seem amenable to our efforts.

As we solicite the group and examine our staffing notes, one component of George's behavior stands out. He can't stay in his seat while involved in an academic subject matter area for more than a couple of seconds. Put it in a more general way, George's attention span stinks! However, deodorants for smelly attention spans haven't been developed yet so let's stick with staying in-seat behavior.

As we discuss George, it becomes the general consensus of the prescription team that getting George to sit in his seat would be one way to start to get his attention. The team is especially interested in this behavior because it appears not to be impossible to attain. From our work up on George we note that Harold Hayes, the music teacher, is able to keep George in his seat for a good deal longer than the rest of us. Harold confirms that, indeed, this is true.

At this point we do not want to discuss why George doesn't sit in his seat. That right! We DON'T want to discuss "whys" of behavior. We can spend lots and lots of time on "whys." Maybe George gets whipped at home and avoids sitting for fear of getting spanked by adults. Maybe George hates his languages art's teacher. Ms. Snit said he wants to drive her crazy. Maybe there are a hundred reasons. Don't get bogged down in this sort of philosophizing. It generally leads to why somebody on the team is inadequate in particular ways and that leads to defensiveness and rationalization.

Stick with what the behavior is and be downright dogmatic about it. Since our team members are veterans at the prescription business they are able to do this. They, therefore, decide to start

with George by dealing with his inability to stay in his seat for more than ten seconds.

They have additionally picked this problem because there seems to be some resources available that can help them deal successfully with it. As we shall see in the methodology section, George's interest in mechanical operations and his interest in music will play an important part in choosing the problem to be resolved-staying in his seat.

1. What you need to know:
   a. How to write in behavioral objective form.
   b. How to use baseline data to determine the problem.
   c. How to elicit openness, trust, clarity and crispness in the team's processing of the problem.
2. Resources needed:
   a. A team of teachers common to the student.
   b. Approximately 1½ - 2 hours per week for planning and evaluating prescriptions.
3. Training:
   a. Familiarity with the training components indicated at the end of the introductory session but specifically group processing, data analysis, and skills in behavioral objective.
4. References:

B. S. Bloom, et. al. A Taxonomy of Educational Objectives: Handbook I, The Cognitive Domain. New York: Logmans, Green Co., 1956.

D. R. Krathwohl, B. S. Bloom and B. Masia. A Taxonomy of Educational Objectives: Handbook II, The Affective Domain. New York: David MacKay Co., 1964.

R. J. Kibler, L. L. Barker, D. T. Miles. Behavioral Objectives and Instruction. Boston; Allyn and Bacon, Inc. 1970.

R. F. Mayer. Preparing Objectives for Programmed Instruction. San Francisco: Fearson Publishers, 1962.

The Annual Handbook for Group Facilitators. Pfeiffer and and Jones, Eds. La Jolla, California: University Associates. All Years.

Look over the case study and decide on a presenting problem. Write the problem down as precisely as you can. Bring the problem back into the group and propose it for solution. Using listening skills - particularly restatement and summary clarification - try to gain resolution on some problem common to all. If the group really gets messed up and nobody can agree on anything do this:

Everytime somebody wants to talk, that person has to restate what the last person said, gain acknowledgement from that person, and then .... prefacing anything the speaker says with the Pronoun "I," go ahead and put his/her two cents worth in. This ploy will have the effect of slowing everybody down and making each person listen very carefully to what is being said. It shouldn't take too long then before people put their minds in gear before their mouths.

After you have gained some semblance of consensus on what problem you're going to tackle, then seek to define it so that if I stumble in off the street looking for a warm place to sleep, I won't wind up using your prescription for a paper blanket. Your presenting problem should be so clear that Archie Bunker could understand what it

is - Edith too! Helpful hints are: think small, and stay away from four cylinder words. Is it measurable? Can you see it, touch it, grade it, feed it, chart it, or kill it? If you can't do any of these things, how will you know when you have found the cure?

O.K.! If you have done the above two items, you are now ready to venture into the seamy world of baselining.

Baseline Data

This is the first big expenditure of your time, unless of course you have a teacher's aide, parent or some other person who can collect and count data which is not a bad idea for a couple of reasons. First off, they are likely to be a whole lot more objective about things than either you or the teacher. Second, it is tremendous amount of savings in regard to time which is a dear commodity. If you can afford one, is probably the best bet, but we have also had good luck with other students and parents.

Baseline behavior is the key to the whole prescription endeavor. This is true because the teacher is generally blind as a bat and dumb as a post in stating specifically what is happening to whom, where, when and how it's happening in the classroom. This is not meant to malign teachers. We, you, or anyone else usually has little idea what's going on behaviorally in a classroom. This is because we're so wrapped up in our teaching that we miss a lot of the little behavioral molehills that later turn into the Himalayan mountains.

Therefore, it is of paramount importance that very definitive kinds of data be gathered to substantiate the occurrence of the presenting problem, to ascertain that it, and not something else, is truly the cause of aggravation. Most notably, collecting data should be done in such a manner that a variety of times and teaching environments are covered. The simple fact is that while George may raise hell and put a chunk under it, he isn't going to do it all the time. His behavior may change radically at various learning environments and with various people. Thus, get a good as cross-section of frequencies as you can. It'll save Excedrin #'s 460, 461 and 462 later on.

One other small problem occurs with behavior baselines. You may, upon appearance with your clip board and behavioral grid, tend to make teachers paranoid. In explaining the baselining procedure prior to coming into the classroom, we take a good deal of time to assuage feelings and allay fears. The purpose is to gather data that will help George, not provide information for the principal's evaluation. We never go into a classroom unless the teacher fully agrees and then only at a time convenient to him/her.

While collecting baseline data we want to be sure to get a good representative sample. Monday's and Friday's, because of the extended week-end folks like George take, are usually not good days. Try and baseline during the middle of the week.

Further, it will be worth your while to try and obtain behavior baselines on George both in the morning and the afternoon because his behavior is likely to change as the moon's gravity waxes and wanes on his bodily fluids.

If the data collector is not already familiar to the class, a short period of acclimation will be necessary until the novelty of the new person wears off. After that, a period of one-half hour to forty-five minute observations for three to four sessions will be necessary to collect enough data to give a behavioral profile.

The observer should try to collect this data across a number of different learning activities. These different activities should be noted as to time of start and finish so that meaningful interpretations of behavior in different learning environments can be accomplished. To avoid observer bias a continuous sweep of the total class should be made. This can be accomplished by monitoring each individual for approximately fifteen to thirty seconds and then moving on to the next student. During these time components, only one student is being monitored. This may seem that we are not paying attention to George, but to get a truly representative sample of behavior and not bias the case against George this procedure needs to be adhered to as closely as possible.

The beginning observer will do well to enter the class with specific behaviors in mind to baseline. These behaviors can be planned out with the teacher before hand. A simple coding procedure using numbers will help facilitate collecting baseline information. An example of this might be:

Code 3.1: Out of Seat - any unauthorized movement out of, or away from the subject's desk.

Code 1.6: Responses in academic discussions - any attempt by the subject to become involved, in a positive manner, in academic

classroom discussions whether it be by raised hand or verbalization (without regard to content value).

Using the numerical codes the observer can easily sweep the class and enter appropriate codes for particular behaviors. As many as five or six behaviors can be monitored at a particular time without difficulty. All we are doing is observing the presence or absence of the particular behavior and hash marking it on a behaviorial grind. Example:

Imagine yourself, armed with a pencil, clipboard with behavior baseline chart and a watch with a sweep second hand sitting at the back of the classroom watching Mr. Bubonic teach his sixth grade math class. The bahavior baseline chart may look something like this:

Behavior Baseline Chart

Teacher: John Bubonic

Class: Math

Time: 9:30 - 10:00 a.m. - Tuesday, April 15, 1904

Behaviors monitored - Codes 1.6, 3.1

Activities:
9:30 - 9:40 Oral recitation over homework
9:40 - 9:50 Demonstrating, lecturing, discussing new concept
9:50 - 10:00 Work on assignment individually

	Row 1		Row 2		Row 3		Row n^{th}	
Column 1	Alfreda		Lancelot		Zebulon		Lula	
	A	B	A	B	A	B	A	B
	1.6	---	---	3.1	---	---	1.6	---
	---	---	---	---	1.6	---	---	---
	---	1.6	---	---	3.1	3.1	---	---
	---	---	---	3.1	---	---	---	---

	Row 1		Row 2		Row 3		Row nth	
Column 2	Snuffle		Starshine		Algeron		Sandra Singh	
	---	1.6	---	3.1	---	1.6	---	---
	---	---	---	---	1.6	---	1.6	---
	3.1	3.1	---	---	3.1	---	---	3.1
	3.1	3.1	---	---	---	1.6	---	---
Column j	Kung Fu		George		Charisma		Attila	
	1.6	3.1	---	---	---	---	---	---
	---	---	3.1	---	---	---	---	---
	---	---	3.1	3.1	---	3.1	---	---
	3.1	3.1	3.1	3.1	---	3.1	---	---

We start in the 1st row and 1st column and monitor Alfreda for 15 seconds (see the first rectangular block coded 1.6) then continue to Lancelot for 15 seconds and so on to Attila. Note that the fifteen seconds that each person was monitored, not much may have been happening as noted by the dash - at least in regard to what we are monitoring. Immediately upon finishing with Attila, we go right back to Alfreda and start once again doing 15 second sweeps and inserting the results in block B. We would continue doing this, around and around and around until we had finished our time component and had filled our chart up.

We do not, repeat do not, suddenly jump from our methodical sweep if suddenly George gets out of his seat when we are monitoring Starshine. The reason is that we are trying to obtain a <u>random</u> sample

of behavior and stay as bias free as we can in regard to who is doing what in the classroom. Granted we won't catch all of the behavior George demonstrates, but over time we will get a very adequate sample on which to base our presumption.

After obtaining the baseline data we give a factual rendition of what happened in the classroom to the teacher and the team. We then sit back and listen. This debriefing session lets us get a clearer picture of what the teacher perceives the problem to be, what the facts say the problem is, and what kinds of approaches the team is going to have to take in order to get the problem solved. It never ceases to amaze us that after these debriefing sessions, teachers are absolutely astounded at what they have not seen going on in their classes. They also tend to think that we have a lot more credibility and they are a lot more willing to become involved in the prescription if we have taken the time to actively monitor their problems. The data you will then be used as a basis for ascertaining the problem you will work on and your goal for resolution.

Now, just for fun, let's take the one baseline as an example and see what we can make out of it. On first inspection it indeed appears that George is a lot like the teachers see him. At least he's out of his seat a lot. What else he does we don't know and we won't conjecture either. Just like Sgt. Friday on the old Dragnet television series. "All we want are the facts." However, there are a couple of other items that come to our attention. First, his out of set behavior occurs when the teacher has assigned work and has left the student to thier own devices. From our baseline we find that

during the first part of the period when the teacher and the class are engaged in a discussion or are learning new materials. George isn't out of his seat. He isn't participating in the class discussion, but he is sitting in his seat.

We also notice another interesting phenomina. Three students who surround George are also having trouble staying in their seats. Their being out-of-seat may be behavior at which we want to take a closer look. It may be, "Heaven forbid!" that others in the classroom are having as much trouble as George staying in their seats. It may be that Snuffle, Charisma, and Kung Fu are contributors to George's problems. Instead, as Mr. Bubonic claims, "George is always out of his seat pestering the other kids," it may be the other kids that are bugging George.

All of these observations we file away for future reference when we get to the business of writing a prescription.

1. What you need to know:

   a. How to collect the data:

      (1) Objectifying data into countable units.

      (2) Monitoring frequencies of occurrece using a behavioral grid.

      (3) Using random time sampling.

      (4) Assimilating and interpreting behavioral data as to frequency, time, and place.

      (5) Utilizing data so as to indicate presence or absence of presenting problem and goal for resolution.

2. Resources needed:

   Data collector, trained to observe, chart, compile and analyze discrete behaviors in the school setting.

3. Training:

Approximately four two-hour sessions. Training is divided into sessions of set-up, collection and analysis of behavior.

4. References:

N.K. Buckley and H.M. Walker. Modifying Classroom Behavior. Champaign, Ill.: Research Press, 1970.

R.G. Thorp and R.J. Wetzel. Behavior Modification in the Natural Environment. New York: Academic Press, 1969.

James E. Walker and Thomas M. Shea. Behavior Modification. St. Louis: C.V. Mosby Company, 1967.

A.N. Deibert and Alice Harmon. New Tools for Changing Behavior. Champaign, Ill.: Reearch Press Co., 1972.

Exercise:

First, specify a behavior that people on your team can all count. (It may be something like the instructor scratching his head). First, set a given period of time to count the behavior. Second, define the behavior you're going to count so that everybody can understand what it is. No go ahead and count. Once you have done this, get back with your team and see if you come up with the same number of head scratches (or close to the same number). This is called interrated reliability. If you're all pretty close, you will then know that you have all been counting the same behavior. If you are very different, say you got ten counts and somebody else got two and somebody else four, then you need to go back and redefine the behavior because it wasn't clear to everyone.

Once you and your teammates are able to do this with one individual, set yourself up with a behavioral chart and do the same

procedure. This time though, you're to do it with a whole class full of people for a given time span. Be sure and start at the same time and conduct your sweeps in the same way.

Once you have become accomplished at baselining behavior, sit down and see if you can analyze the data as to what's happening. Once you have made a factual analysis of the behavior synthesize what you have observed. Ask other members of your team what they think is going on from their syntheses of the data. When all of you can reach consensus on your conclusions, you are ready to proceed to the next step.

Two Positive Assets

Like Father Flannigan said "there's no such think as a bad boy." Undoubtedly, he didn't have some of the character you or I've had. However, when the kinds of kids we're talking about come up for discussion in the teachers lounge, Father Flannigan's never around. As a result when we start to discuss a kid like George, it's often times hard to find anything good about him. This tends to make it a bit difficult to find anything to reinforce, unless the kid's a live wire, then we could hook him up the the school's emergency lighting system at 110 volts.

Given that or the fact that the subject can blow his nose well or shoot pool keen, we'll take that. The point is that everybody can do something. We would hope that it would be a foundation on which we could build a reinforcement schedule and, better yet, something that could be hooked up to the presenting problem. Barring that as an

impossibility, then we'll take the nose blowing. The reason being that getting something, anything that will start positive perceptual sets in the minds of team members goes a long way towards knocking down the self-fulfilling barriers of "can't succeed with him because there's nothing to work with." Struggle or not we will come up with some positive attributes that will at least get us going. Besides, blowing one's nose well does not give the teacher strep - so think positive!

Example:

Looking at the case study notes on George, we find a number of items that George seems to like to do. Availability of reinforcement areas being somewhat limited we decide to pick two things George likes to do that we can tie into the school milieu. George loves to mess around with machines. Since there are a number of machines around school, and George's curiosity get him in trouble with them from time to time, we think that perhaps we can turn this curiosity into a positive asset. We also know that George has a high interest in music and has some talent when it comes to singing and understanding rhythm. We list this also as a positive asset, but decide to shelve it for awhile as a viable tool because the music teacher, Mr. Hayes, only sees the class twice a week. However, if our first choice doesn't work out then we may wish to consider doing something with the music.

1. What you need to know:
   a. Using observation and listening skills to ascertain assets
   b. Constructing and utilizing a reinforcement menu.
   c. Building a reinforcement schedule around positive assets.

2. Resources needed:

   As comprehensive a list as possible of an individual's specific strengths. These strengths may or may not be academic in nature.

3. Training:

   Typical information retrieval skills common to any adequate data collector and listener.

4. References:

L. Homme, et. al. How to use Contingency Contracting in Classroom. Champaign, Ill.: Research Press, 1969.

J. E. Walker and T. M. Shea. Behavior Modification: A Practical Approach for Educators. St. Louis: C. V. Mosby Co., 1976.

Exercise:

Think of the worst student you can, one that seems to be absolutely beyond social redemption. Collar the student and talk to him/her. Using your listening skills have the student speak to his/her interests, skills, hobbies, and fun times. If the student won't talk to you alone, start a classroom meeting and find out what everybody likes to do. If this doesn't work, give them an incomplete sentence blank or interest inventory. (There are commercial ones available, but you can make your own up about as easily.) If the student won't talk and can't write them, observe him/her at times outside the classroom and see what he/she's involved in doing. You might also talk to his/her parents, other teachers, peers, and siblings. However, you do it is O.K., the important thing is to find somthing positive. Once you have done this, bring your list back to your team and discuss how you can utilize these positive assets in your prescription.

To get you started on finding gold in them thar hills, go back and look over the case notes on George. What else can you find about George that seems positive? Discuss with your teammates how you might utilize his assets in a prescription.

Functional Assessment

To treacherous business about instituting a behavioral prescriptions that it might start to succeed. If that happens the urge to increase the goal by megatons. If some success is good, a whole lot is better. That kind of thinking usually bombs out because if the functional assessment is that George can only do something twenty percent of the time and the goal is to attain forty percent, then that is what we shall go after and be exhilirated about. However, exhiliration tends to get out of hand.

When the exuberant teacher gets forty percent, then nothing less that a hundred and ten percent will do!

Out watch word has been to "think small!" It does little good to set a huge goal. What can we reasonably expect to do? We want to start where George is and can function with success. Starting there will get us to one hundred and ten percent down the road - maybe next spring!

Therefore, in regard to the goal set, it should be one that is attainable and has a high change of success. If George can now stay in his seat for one minute, then perhaps two minutes may be all we can hope for in three weeks' time. If we do achieve that, then we don't want to go bananas and demand four hours of George's individual

attention. He won't watch cartoons on Saturday morning that long - why should you expect to get that kind of success right off the bat?

Keep cool! Consult with your teachers and reinforce them for the great strides they've made with George and also remind them that it took a long time to rebuild Rome and George doesn't have near the assets to start with that Rome did.

Functional assessment for most all school situations will include what the student can do academically. This is true because the goal for most school settings is achieving academic success of some kind. As a result, behavioral prescripting invariably gets tied up with academics and some form of academic progress usually winds up in the goal for the individual.

Thus, whether the goal is behavioral, academic or both, it should be based on substantive data.

Functional assessment is basically what George can potentially do and actually is doing. George may be chronologically sixth grade material, his academic potential may be at fourth grade, and his actual work output may be second grade caliber. The point being that if the foregoing is true, we'll need to start at second grade and push towards fourth grade capabilities - not sixth grade.

If we are hinging our goal on some academic endeavor, then data indicating what George can maximally do in an academic setting should be obtained. The more specific the information the better. Comprehensive achievement tests, except for general estimates of ability, usually are too global. Other measures such as the Standard Reading and Mathematics Diagnostics Test, the Dolch Word List and the

Quick I.Q. Vocabulary Test along with teacher made tests, can give much more discrete analysis of academic ability.

We may wish to use academics as tools to modify classroom behavior. In George's case, we could give very short assignments, say two to three minutes, that would allow for a high level of success. From our baseline data we probably want to hook those assignments up with interaction of some sort between George and a significant adult, since it appears that his out of seat behavior depends a lot on what kind of interaction is taking place in the classroom.

Most teachers have placemnt and inventory surveys such as were previously mentioned or concomitant assessment devices available with the curriculum materials currently in use in the class. The important point to remember, and we can't emphasize this too much, is to build the academic program around George's stengths thereby maximizing the likelihood of success.

If George recognizes ninety percent of the Dolch sight words at a second grade level, but only forty percent of the Dolch sight words at the third grade level, we would begin teaching third grade sight words by splicing in some of the second grade words with the newly introduced third grade words. If George bombs out on the new words, he can still feel good about the old words he knows. As George develops his academic skills, we lessen the number of mastered words and increase the introduction of new words. The sameapproach goes for any other academic skill with which we might choose to operate.

Our whole concept, whether academic or behavioral is to slowly approximate toward our total goal by creating stair steps of success along the way.

The foregoing is used as an example only. Team members are not expected to be expert in subject matter areas outside their own fields. Each subject matter teacher is, and adequately diagnosing and prescribing for academic remediation is their job. Therefore, if you're worth your salt as a teacher you'll know a lot better than we do how to get the needed information to find George's functional academic level. If the functional assessment is in regard to behavior then use baseline data you have reviewed.

Baseline data is not always the gospel, although it's pretty close to it, and may be enhanced with anecdotal comments that teachers have to make. However, remember what has already been said about what teachers perceive and what really happens in class. So be cautious. Utilize your hard data whenever possible.

For sure your goal should fit very closely with in-seat behavior being the problem and you are now into George's sexual abberations, something has gone haywire. It is easy to get lost, so selding your goal to the problem should have the highest priority.

A typical goal statement for George might look something like this when viewed together with the problem and functional assessment:

PROBLEM: George is unable to maintain in-seat behavior in reading and math classes when assigned a task that must carry out without teacher aid.

FUNCTIONAL ASSESSMENT: Baseline sessions of thirty minutes duration taken in reading and math indicated average out of seat behavior of 4.2 times per baseline. An average of 3.8 times occured when the class was assigned an academic task to be carried out on their own. A thirty minute baseline in music indicated average out of seat behavior of 0.2 times.

Given a piece of machinery to work with, George can remain in seat for at least 5 minutes.

GOAL: Given three weeks, October 9 - October 30, George will decrease out of seat behavior in subject matter classes when he must carry out an academic task without teacher aid to 2.0 times per period.

One of the problems in this set up is that we are setting our goal as the reduction of a negative behavior rather than increasing a positive behavior. This is problematic because we may tend to get perceptual sets that are negative. Further, if we are setting a contingency contract with George, we want to let him see and work for an increase in his positive behavior.

What we might do then is set another goal, positive in nature, to read something like this:

GOAL: George will be in his seat two our of four frequency sweeps during assigned work times in reading and mathematics.

Specific Methods:

The methods you use are only as good as you are creative - not wildy exotic - just creative. There are a lot of "How-To" books on setting up behavioral contingencies, counseling approaches, developmental approaches and the like. However, necessity is the mother of invention and the more you have to use your own resources the better off you will be and the better off you'll become. We're not in the business of writing a cookbook on methods of implementing prescriptions, but just so you'll believe we're not out-and-out snake oil salesmen, we'll give you two for instance - one of an individual and one of a group.

The individual in question was a third grader we'll call Jack the Ripper, who started out in the morning with a full set of clothes and by the end of the day looked like the grapes of wrath. He picked unmercifully at his clothes all during school until they were in tatters. We'll not go into all the reasons for this, just the solution. After a number of torpedoed efforts, we finally hit upon the idea of letting his stroke a piece of velvet the teacher had. (The teacher noticed that while Jack stroked the velvet, he left his clothes alone and paid attention to what was going on in class). We went through a number of threadbare pieces of velvet, but Jack paid attention and didn't tear up his clothes. The key here was to keep his hands busy at something besides his clothes. Why did it work? We don't have the slightest idea. All we know is that it did and that finally he didn't even need the velvet anymore. The point is that you wouldn't ever find that in a textbook. That's being creative!

The group in question happened to be the smarty pants of sixth, seventh, and eighth grade section who had gotten real uppity with Intensive Care Unit students. The problem was that the Intensive Care Unit students were getting field trips as rewards and the rest of the sections weren't. The result was that a lot of ugly threats were being made and just a little punitive action was being taken against this particular class of students. This really got to be a dilemma since there was no way we could take the whole school on a field trip. We therefore asked the Intensive Care Unit class what one section they'd like to go on the next field trip with them. A vote was taken, one section won and we went over to that section and informed them that because they had been so nice to the class, they had been invited to go along. You'd be surprised how friendly the whole school got with the class. This may be looked at a little askance, but if you get into the business of behavior prescripting you'd better quickly learn how to be creative with groups.

One of the binds that invariably ties teachers up is that when material reinforcment is used there is the fear that other students will start demanding reinforcement.

We'd hope that they would! If that sounds strange, look at it this way. Many of the students in the class can help us with George by not attending to him when he's out of his seat. By having a classroom meeting and discussing problem such as this, students quickly realize that they, too, have problems that need to be ameliorated. Enlisting other students' aid to help one of their fellow class members to gain reinforcement not only helps us with Geroge, but also helps

reinforce pro-social behavior with the rest of the class and gives them a feeling of accomplishment to boot. Whatever contractual agreement as to material reinforcers we make with the class should be small payment for the dividends we can reasonably expect to gain by getting them involved.

Methods

This section is going to give you lots of headaches. It is the guts of the whole prescription process. In the beginning you will underestimate and overestimate workload, reinforcing events, potential ability, and amount of time and patience. Because of the complicated nature of the problems it is very difficult to set up simple, straightforward procedures that deal only with the presenting problem.

If things start to get fouled up here, go back and look at your problem and your goal. Are they too big? Maybe you need to rework them into more achievable components. If you'll take nice, small orderly steps and check out what everyone's to do, you'll be surprised at how many times you'll succeed. When you haven't done behavior prescripting very much these steps may seem to be tedious. With practice, you may not become perfect, but you'll become more efficient. Keep inforcing your team about this; they'll need it.

After you've put your grand and glorious scheme together, you may want to check it out with the student. They pretty much know what they are capable of doing. A thorough reading of Homme's Contingency Contracting in the Classroom will give you a lot of help in negotiating tasks and rewards with the student. Nothing is worse than

putting together a prescription and finding out your reinforcers mean absolutely nothing to the student.

The Methods section for George might include these components:

1. Contractual agreement - team controlled

    a. For every reading and math class where George is inseat when a frequency sweep is made a positive verbal reinforcement and a token will be given by the teacher in that subject matter area. Sweeps to be made six times per period, throughout the period by the teacher. (While the problem occurs mainly when the beginning, we'll administer reinforcement throughout the whole period so that George has a higher chance to succeed. This way George has a real possibility of getting twelve tokens - a lot of success!)

    b. For the first week, delivery of six tokens at 3:00 p.m. to counselor will result in George being allowed to do run-off work on the mimeograph for twenty minutes after school. Task increasing to eight tokens second week, and ten tokens third week. Reinforcement remains the same. (Agreement reached with George on this and contract signed between teachers, counselor and George.)

2. Parents contracted, agree to set up equivalent contingency at home. Counselor to check weekly.

3. Teachers to initiate classroom meetings in reading. Enlist class in problem solving session on paying attention. October 9, 16, 23.

4. Teacher to initiate Harlem Affective Program in Math, on October 10, 17, 24.

5. Aide to run one random frequency count on target behavior in both math and reading per week.

As may readily be seen, there are a number of components in the methods to be used.

In the first component, the contractual agreement is set so that continuous reinforcement can be given at the beginning of the classes in which George has the most trouble. This will not change as

we move into the second and third week. However, in the second component we see that the amount of in-seat behavior increased for George to gain the same reinforcement. The increase in the amount of tokens means George will have to extend himself in regard to his in-seat behavior from week to week. Whether this schedule holds up will remain to be seen. However, George has talked to the counselor about his reinforcement, running the mimeograph, and seems to be highly enthused about it. In this first contract we let George determine the reinforcement. The reinforcing event is within reason and we can do it. The work task, in-seat behavior, is primarily set by the prescription team. In later contracts, George may be allowed to set both the task and reinforcement. This will come about when George demonstrates his ability to handle the work load.

In part two, we have contacted George's parents and they agree to set up a similar contingency at home where George must remain in his seat during the dinner to earn the reinforcement of riding on his father's truck on Saturday morning. This part of the program will allow us to extend the prescription program into the home. It might be better if we could get the parents to concentrate on George's homework, but right now we are euphoric about getting the parents involved pursue it. What this entails is, of course, the counselor working closely with the parents. If the counselor can bet a parent training program going that will include George's parents to become involved, but it is worth the effort. The more significant others we can get involved in George's behavior change, the better.

In part three, we fully expect the rest of the class to start to question what's going on with George. Therefore, we will plan a classroom meeting based on paying attention. During that meeting, we will cleverly weave into the meeting the way other students might help George by not paying attention to him when he's out of his seat. Hopefully, we will be able to write a contract that involves the whole class in helping George.

In the fourth part, we decide that some work in affective education is needed on George's self-concept. To that end we plan to institute a unit on self-concept from an affective education curriculum we have. Since there is not a specific time period to do this, it'll have to be in math. This does take time away from teaching math, but we feel that before he can learn math, George's (and some others') self-concept needs to be built up. Besides, most of the students have been doing a good job in math and we decided to reinforce them by giving them some time off for good behavior. (Doing the affective games will be viewed as a real treat by the students).

In part five, we want to keep a close check on how our prescription is working. Therefore, we'll send the teacher's aide in to monitor the in-seat behavior of George. She will do this on Thursdays of each week so we may look over the results in our Thursday afternoon staffing. This will also allow us to keep a reliability check on the teachers so that they know they are doing their job. (Our teachers' psyches will stand this, since the whole team realizes it is human to err, and we have long since found out that we are all human).

Implicit in the prescription, and in all prescriptions, is that weekly staffing will conducted. As previously stated the more experience we get, the faster and more efficient about it we'll become. However, whether we are fast or slow it is critical that staffings occur on a regular, weekly basis. There must be total commitment to the staffings or else the whole program will go down the great white tube, for if we expect the students to keep up, then we've got to keep up too.

Finally, backup is important. In each part of the methods section specific people have specific tasks. In the methods section in 1.a. and b., the reading and math teachers and the counselor have specific tasks for which they are accountable. In 2, the parents are accountable. In 3, the reading teacher is accountable. In 4, the math teacher is accountable, and in 5, the aide is accountable. Thus we have become very explicit as to what is expected of each team member. If this is done, we can expect far fewer foul-ups.

WHAT YOU NEED TO KNOW-

1. How to ascertain the level at which an individual is functioning, academically or behaviorally.
2. How to write a succinct behavioral goal that includes amount, frequency, duration and kind of desired behavior to be achieved.
3. What tasks and reinforces are available for use? Are they realistic both from the individual's and institution's point of view?
4. How to write a contingency contract. How much control as to task and reward is given to whom.
5. Is there enough knowledge base and time available to the team to carry the prescription to completion? Are

methodologies so complex that they can't be carried out no matter how much expertise is available?

6. Does every teacher with whom the student comes into contact need to be involved? What role, if any, do itinerant teachers play?

7. If the prescription breaks down, what contingencies are available as stop-gap measures?

8. How often will the procedure be monitored?

9. Who are significant others that are not on the team who might be involved. Are there others such as classmates, parents, custodians who need to be involved in tasks, rewards and the like?

10. Understanding and skill is needed in carrying out classroom meeting and affective exercises.

11. A whole bunch of other things subsumed under "being creative."

Training Needed-

Besides the forty hours of in-service training in listening and communication skills, behavior management, classroom meetings, writing behavioral objectives and contingency contracting, you will need all of the skills and expertise you can muster in use of positive reinforcement on team members.

Resources Needed -

1. One and a half to two hours per week staff time for all members.

2. Release time for counselor to coordinate and carry out prescriptive activities.

3. A minimal contingency fund for purchasing consumables for use as reinforcers.

4. Personnel to monitor progress of the prescription.

Selected References -

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N. K. Buckley and H. M. Walker. Modifying Classroom Behavior. Champaign, Ill.: Research Press, 1973.

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A. N. Diebert and A. J. Harmon. New Tools for Changing Behavior. Champaign, Ill.: Research Press. 1972.

W. Glasser, Schools Without Failure. New York: Harper & Row. 1965.

Exercise:

Hello there! You are now ready to write a prescription. Should you fail, we will disavow all knowledge of ever having you this information. Take the case notes on George; and, choosing anything but in-seat behavior, construct a complete prescription for him. Do not do this alone. Do it with your team. Then, after you've come up with your monument to educational expertise, let everybody else in the class, teachers' lounge, or wherever look at and critique it. You won't like this very much, but if you can half way answer the arm chair critics, you'll be well on the road to success.

Time Limitations-

Here you will have to walk a tightrope. Selecting a time component that extends to the next ice age will give you plenty of room to operate. However, team members will long ago have passed on to

their forefathers and their interest will have gone a good deal prior to that. This will also be true of the student.

Others on your team may wish to design and construct the pyramids, the Great Wall of China and the prescription in three days. Be realistic! How big and bad is the problem? How long did it take to get this bad? How much resolution of it have you decided on seeking? Your amount of time committed should adequately reflect the answers to these questions. Later prescriptions may become rather complex and take a long time to carry out, but initial prescriptions should probably require no more than two to four weeks, three weeks being average. If you have set a longer time limitation than the foregoing, watch out! You may well be on your way to helping Napoleon get out of Russia in the winter.

Elaluation-

You will not know you succeeded merely by saying so. You must have substantive proof that something, either positive or negative, happened. This is especially true when you have not completely decreased or increased a behavior to the original goal. If you can't show that you have or have not made gains, then you are likely to hear and will fully deserve "I told you so!" from your contemporaries. There will be many doubting Thomases who will maintain that nothing happened - even if you were ninety percent successful. All they'll remember is the ten percent that wasn't. Therefore you need proof.

Your proof will come from concrete evidence. Frequencies,

Your proof will come from concrete evidence. Frequencies, tasks completed and time lines met are all ways of knowing what specific kinds time limitation, but also spot checks at various points during the prescription will give you information on how things are developing and when problems are arising. Armed with this ammunition you should be able to objectively state whether you have succeeded or flopped. One important point to remember is that teachers tend to see such students as George in black and white terms. Either he did it or he didn't do it. Such an outlook militates heavily against some approximation of the desired behavior. It is therefore extremely important to keep track of the procedure so that teachers can indeed know that George is making progress - in black and white terms!

Case Tracking -

One swallow doesn't make a Spring and one botched prescription doesn't make for giving up on George. Once we have completed the time cycle on a prescription three things will have happened: You will have not been successful beyond your wildest expectations.

If the first is the case, tear up the prescription and start over again. This is difficult after having invested so much into it, but there's no use beating a dead prescription. Conduct a postmortem and start over.

If you have been particularly successful, dissect your prescription, and see what you did too much or not enough of. Check out the team. Was the task too much? Was there enough time? Were

there adequate resources? Maybe a few slight changes will make this into a real winner.

If you have been wildly successful don't rest on your laurels. Now you can really start building your monument to education. Recycle your prescription. Put some boost into it. Notice the use of the word some! We're still working in increments. You've had success; now's the time to go after it, but stil in steps.

No matter what the outcome, we make it our business to talk to the students to see how they feel about what's been going on in their life since the start of the prescription. This is essentially a rap session that gives us a broader perspective than just what the team thinks is happening. We think this is a most.

Epilogue -

After reading all of this you now have to answer the questions. "Have I got the energy to get this going and keep it going?" There's no question that this is a lot of work. It involves recruiting people, training them, talking administrators into buying the project, promoting it and keeping it going. You will be asking the staff to go through about forty hours of training, and spend about one to two hours per week staffing kids. You will also have a lot of headaches just keeping things going. All of this may result in some definable progress in the first year, but quite possibly it may not.

However, for the people who have had the tenacity to stick with it, they have been paid back with interest compounded daily.